

**Iran, Culture and the Media:**  
**Prereading Lesson for *Persepolis***

**Teacher Candidate:** Sarah Eichler  
**Cooperating Teacher:** Jaime Brown  
**Grade:** 11<sup>th</sup>

**Lesson Date:** 11/07/18  
**School:** San Diego High School  
**Subject:** IB English HL 1

**CCSS and CA SS /Standards:**

**L.11.1.A:** Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

**L.11.3.A:** Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**SL.11.1:** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**RL11.10:** By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.11.3:** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).

**RL.11.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**RL.11.5.** Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

**L.11.3.**Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Agenda:**

- Attendance, agenda, word of the day
- Check out library books
- Carousel activity to activate prior knowledge of *Persepolis*
- Read introduction and look at timeline handout
- McCloud Discussion
- Exit Slip

**L.11.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson Objective:**

SW connect prior knowledge graphic novels to the reading of *Persepolis* through discussion of last night's reading of Understanding Comics by McCloud.  
 SW connect prior knowledge of Iran and cultural and historical revolutions through the Carousel activity and discussion.  
 SW begin to formulate ideas about the use of language in graphic novels versus traditional novels by scanning their books and discussing their observations with a peer and writing their ideas on their exit slips.

**Essential Questions:**

What is culture and what are the benefits or detriments of having strong cultural beliefs?  
 How are stereotypes constructed and deconstructed?  
 How does our perception of different places around the world in the media influence our biases about them?  
 How much influence does our country of origin have on our coming of age story (bildungsroman)?

**Key vocabulary and phrases:** Iran; cultural revolution; stereotypes; oppression; closure; icons;

**Context of Lesson:**

Students in my 11th grade IB Literature course are currently in the middle of their "Works in Translation" unit. In this lesson, students will participate in a Carousel Activity; a series of posters with sketches of concept maps to be completed and questions to be answered were placed around the room and students circulated in small groups with different colored markers to add their ideas to the poster. The content of these posters included questions about stereotyping, culture, and our views of the Middle Eastern conflict as well as questions on academic language from the prior night's reading of Steve McCloud's Understanding Comics. This lesson will build upon that knowledge through the questions on the discussion guide which ask students to examine the ways that the main character, Marji, responds to being stereotyped and a part of a restrictive culture. These reading comprehension questions will demand that students link their prior knowledge and opinions to the motifs, symbols, and characterization which will, in turn, deepen their understanding of the themes from the graphic novel. This lesson on the first chunk of reading will be the first of many opportunities for students to compare and contrast what they see in American media to the experience of an Iranian woman.

**Day 1:**

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT	Materials/ Technology
------	------------------------	----------------------	-----------------------

10 min	<p><b>Get started/Drill/Do Now:</b></p> <ul style="list-style-type: none"> <li>• Good Morning San Diego High School (morning news)</li> <li>• Student-led “word of the day”</li> <li>• Read agenda and objectives for the day</li> <li>• Check out books</li> </ul>	N/A	Promethean board; google slides from students; computers; library login and scanner (or a trip to the library)
20 min	<p><b>Whole Group Instruction:</b></p> <ul style="list-style-type: none"> <li>• McCloud Discussion questions from last night’s reading</li> <li>• Stamp journals</li> </ul>	Circulate and check for participation; ask guiding questions if needed; have students call out answers; have each group share out at least once	Promethean board; Powerpoint
35 min	<p><b>Engage/Motivate:</b> Carousel Activity:</p> <ul style="list-style-type: none"> <li>• 6 posters around the room that ask a series of questions or have pre-built mind-maps designed to activate students prior knowledge of <i>Persepolis</i> <ul style="list-style-type: none"> <li>○ “Each of these posters has a statement or question which requires your response. There may be some in which you are unsure and I want you to take your best guess as a group. Please be sure you are supplementing information and doing your best not to be redundant.”</li> </ul> </li> <li>• After every group has gone around once, do one more lightning round where students go around and circle the most interesting pieces of information from the posters. <ul style="list-style-type: none"> <li>○ Maybe one more share-out of one piece of information from each poster before ending?</li> </ul> </li> </ul>	Circulate and check for participation; ask students to share responsibility after poster 3 if they have one person doing most of the work	Promethean board; Powerpoint; timer on board; markers; posters with questions on them

15 min	<p><b>Group Practice:</b></p> <ul style="list-style-type: none"> <li>● Historical Iran <ul style="list-style-type: none"> <li>○ Read the introduction as a class <ul style="list-style-type: none"> <li>■ Interject specifics as they read (i.e. US threat of communism and their hand in re-appointing the Shah)</li> </ul> </li> <li>○ Handout timeline and, if time, have students read specific times (1925-1946) or just explain</li> </ul> </li> </ul>	Ask students for clarifying questions and provide supplementary information	Promethean board; Powerpoint; timeline handout; books
10 min	<p><b>Closing Activities/Summary:</b></p> <ul style="list-style-type: none"> <li>● Exit slip on Satrapi’s language use as a graphic novelist versus the language used in traditional novels. <ul style="list-style-type: none"> <li>○ Please place your name on the half-sheet and label one side “differences” and one side “similarities”</li> <li>○ Think-pair-share: “after having discussed some of the techniques a graphic novelist uses to draw in an author and having studied traditional novels in the past, turn to a partner and discuss some of the similarities and differences you see between the two.</li> </ul> </li> </ul>	Circulate to be sure students are filling out half-sheets and discussing with a peer; completion of the worksheet and providing more guiding questions if needed	Powerpoint; Promethean board; passed out half-sheets of paper
	<p><b>Evaluate Understanding/Assessment:</b></p> <ul style="list-style-type: none"> <li>● SW have completed the exit slip and turned them into me.</li> <li>● SW have comprehensive posters filled with their prior knowledge and predictions about the text.</li> <li>● SW express understanding of the introduction and timeline.</li> </ul>		Google Classroom worksheets

**STUDENTS WITH IEP/504 PLANS**

<b>IEP/504 PLANS: CLASSIFICATIONS/NEEDS</b>	<b>NUMBER OF STUDENTS</b>	<b>SUPPORTS, ACCOMMODATIONS, MODIFICATIONS, PERTINENT IEP GOALS</b>
Head injury: auditory processing disorder; difficulty paying attention; needs to re-read literature and directions	1	Needs information both written and spoken; all directions are posted on the powerpoint, on the worksheet, and reviewed with the class
IEP: Specific learning disability (mild): 8th-grade reading level; struggles with organization and revision; avoidance	1	Encouraging and supporting conversation to encourage her to stay in class; extra help when circulating; placed in groups with high achievers; given worksheets for organization
IEP: Specific learning disability (mild): low text complexity/range of reading; multimodal approaches to new tasks	1	Provided instructions both written and spoken; when circulating, check to make sure she doesn't have any questions and help with extra guided questioning; placed in groups with high achievers

**STUDENTS WITH SPECIFIC LANGUAGE NEEDS**

<b>LANGUAGE NEEDS (ELL)</b>	<b>NUMBER OF STUDENTS</b>	<b>SUPPORTS, ACCOMMODATIONS, MODIFICATIONS</b>
New to USA (France, Germany, Mexico); 1 classified ELL, 2 recently tested, awaiting results	3	Explain directions and tasks in multiple ways, not just repeating same directions twice; use hand signals when speaking; placed with high achievers and (as much as possible) placed with one other native speaker of their language to assist when needed

**STUDENTS WITH OTHER LEARNING NEEDS**

<b>OTHER LEARNING NEEDS (High ability, struggling readers)</b>	<b>NUMBER OF STUDENTS</b>	<b>SUPPORTS, ACCOMMODATIONS, MODIFICATIONS</b>
GATE and GATE Cluster	12	Placed in groups with struggling students to assist; when feedback is given, is pointed at higher-order thinking and pushes critical thinking as well